


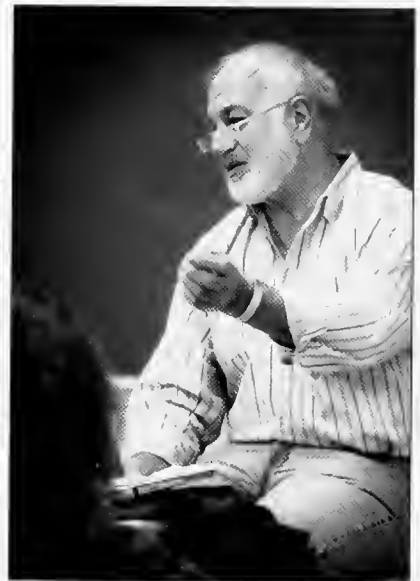
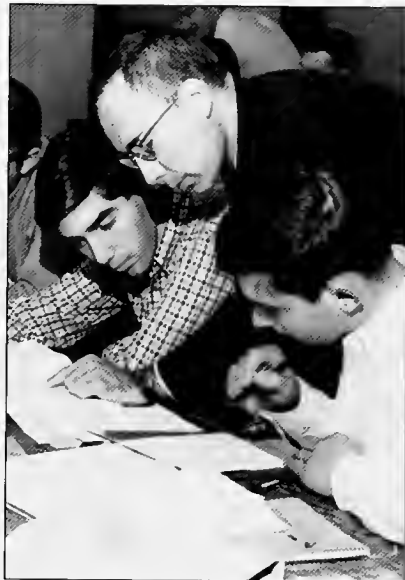
LYCOMING COLLEGE



1994-1995 PRESIDENT'S REPORT



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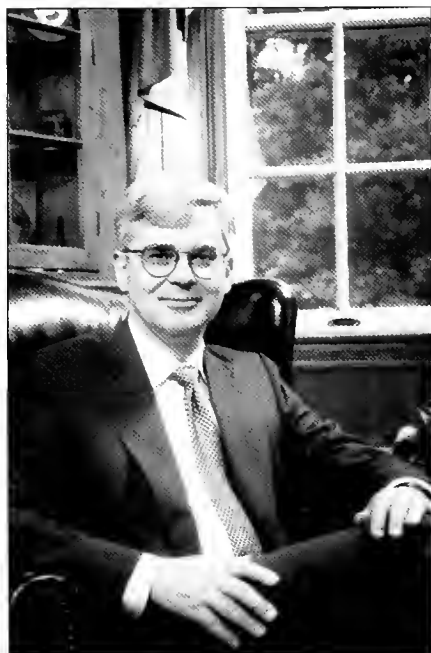


“WE STAND ON THE SHOULDERS
OF GENERATIONS
OF DEDICATED ALUMNI,
TRUSTEES, FACULTY, STAFF
AND FRIENDS WHO HAVE MADE
LYCOMING THE RESPECTED
LIBERAL ARTS COLLEGE THAT IT IS.

AND WE SEE A VERY
STRONG FUTURE.”

James E. Douthat

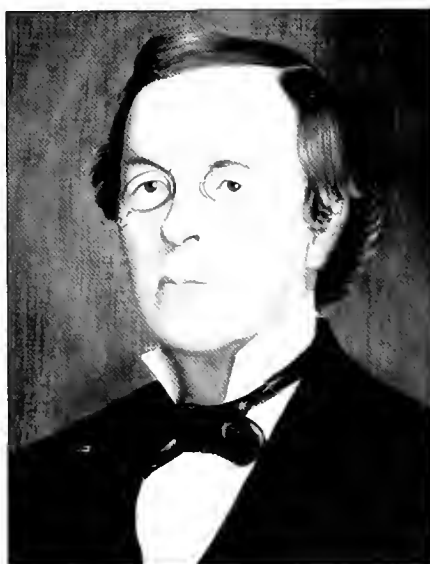
1812
Founding
1848
Seminary
1929
Junior College
1947
Four-Year College



A



B



C

- ▶ A. James E. Douthat,
14th president of
Lycoming College
- B. Graduation
ceremony on the
quad
- C. Rev. Benjamin H.
Crever, founder

PRESIDENT'S MESSAGE

Hanging in my Long Hall office is the portrait of the College's founder, the Reverend Benjamin H. Crever. When he arrived in Williamsport in the first half of the nineteenth century, he came with a dream of an educational institution that would endure through the years. He would doubtlessly be proud to know that applications from members of the Class of 2000 are now arriving in our Office of Admission. The next century is knocking at Lycoming's door.

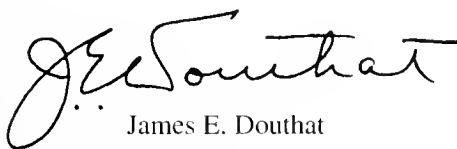
Lycoming's strides over the years have been long and purposeful as we have evolved from a grammar school in a lumbering outpost, to a college preparatory seminary, to the first accredited junior college in Pennsylvania, and to a four-year college that is now identified by *U.S. News & World Report* as one of the top ten regional colleges in the North.

Reverend Crever's portrait reminds us that we stand on the shoulders of generations of dedicated alumni, trustees, faculty, staff and friends who have made Lycoming the respected liberal arts college that it is. Those of us involved with Lycoming see a very strong future.

When that class of the year 2000 walks across the graduation stage, the College will be just twelve years from its third century of operation. By the time we begin that third century, we hope to have more than doubled our endowment to provide a strong and secure financial future for Lycoming.

When Lycoming celebrates its bicentennial in 2012, we trust that we will continue to be an institution hallmarked by a close working relationship between faculty and students, where students will work with the most recent advances in technology and sciences, and where a Lycoming education will be available to all deserving students, regardless of their ability to pay fully our costs.

The dreams of Reverend Crever have been carried forth and enhanced by those who followed him. The best is yet to be.



James E. Douthat
President

1968

First Lycoming
mainframe computer

1985

Library catalog
computerized

1992

LycoNet begins

1995

Internet hookup

1996

100% networked



A



B



C



D

- ▶ A. Technology in the 90's
- B. Technology in the 40's
- C. Dr. John F. Piper, Jr., Dean of the College
- D. John F. Piper as an assistant professor circa 1970.
- E. Studying in Bradley Hall, late 1940's

LYCOMING ON-LINE

When John Piper came to Lycoming College in 1969 as a young faculty member, he was told that he might bring his own typewriter, if he wished, but the College could not be responsible for any repairs.

Today, he has a college-supplied computer, an e-mail address (Piper@Lycoming.edu), and a homepage on the World Wide Web.

As communication technology has redefined the workplace in the last two decades, educational institutions have had to juggle priorities in order to catch up.

In 1968, Lycoming College installed its first mainframe computer to aid the administration in its bookkeeping function. The next milestone occurred in 1985 when the library's catalog was computerized.

Then in 1992, Lycoming began a project to link the entire campus community into one network (LycoNet), a project that is now well ahead of schedule thanks to a generous gift of computers from IBM (through alumnus Burke Veley '60). The majority of the campus is now networked, including over 40% of the residence hall rooms (Asbury, Skeath, and Williams Halls). By the fall of 1996, every residence room, and every faculty and administrative office will be linked together. In addition to greater ease of communication, the network allows the college community to share equipment, such as laser printers, as well as software programs.

This year, Lycoming also became an Internet site, opening up a world of information for its students and faculty.

While Lycoming can access the world, the world can now also access Lycoming. Through World Wide Web (a collection of files that include pictures, graphics and text which are connected not unlike a spider's web), browsers on the Internet can now access a variety of information about the college.

Lycoming's new computer age address is now <http://www.lycoming.edu>.



E

1947

Four-year curriculum

1961

Four-course semester

1986

Writing courses required

1995

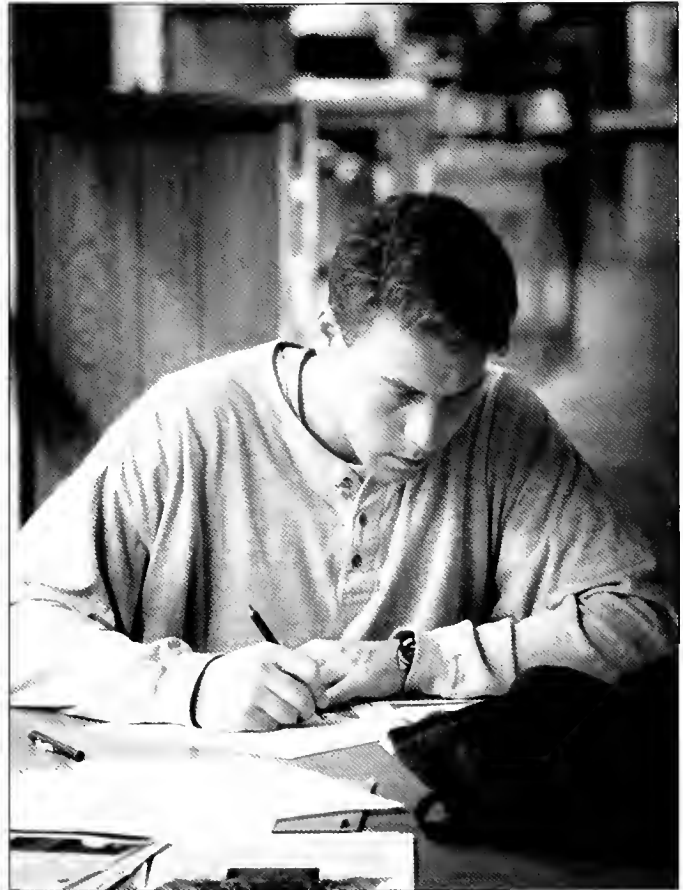
Curriculum reviewed

1996

New distribution
requirements



A



C



B



D

- A. Studying in the 40's
- B. A foreign language requirement is now part of the curriculum
- C. Studying in the 90's
- D. Photography course in Greece

LIBERAL ARTS CORE

Lycoming Broadens its Liberal Arts Core

In 1947, freshmen at Lycoming College could look forward to spending 60 credit hours in distribution courses during their first two years, including a required course in the Life of Jesus.

Over the years, the College has modified its curriculum to meet the changing needs of its students. In 1961, the College went from 5 three-credit courses each semester to a standard 4 four-credit course system and distribution requirements were reduced to 36 to 44 credit hours. Recognizing the importance of communication skills, writing intensive courses were added in 1986.

While the number of majors has steadily increased from 5 to 32, the distribution requirements that give a student the breadth of knowledge that has been long the hallmark of a liberal arts education, had not been reviewed in at least 25 years—until last year.

After a two-year, full-college curriculum review, the College has modified its core requirements to provide more choices in the following ways:

- ◆ Students will be able to fulfill distribution requirements by taking courses in 12 to 14 departments rather than 6 or 7. For example, in the humanities, students must take 4 courses in 3 of the 4 disciplines: history, literature, philosophy and religion.
- ◆ Three writing-intensive courses are now required instead of two.
- ◆ Students must take at least one semester of both math and a language (instead of two courses in one area).
- ◆ The traditional two-semester physical education requirement can now be fulfilled by a choice of community service, wellness courses, or participation in a varsity sport as well as physical education.
- ◆ At least one course in a non-western civilization or culture that is distinct from the predominate Anglo-American culture is now required. (African-American History or Women in Art, for example, would qualify.)

Study Abroad Expands

To give Lycoming students increased opportunity to expand their world view, the College signed exchange agreements with Regents College in London and Anglia Polytechnical University in Cambridge, joining Westminster College in Oxford. Together, these three English institutions will offer students in every major (not just languages) the opportunity to study abroad.

As we approach the beginning of a new century, Lycoming College prepares its students for a new reality that will demand greater career flexibility, better communication skills, and the ability to adapt to a multicultural world.

1946

First student
government organized

1959

Wertz Student

Center opens

1995

Activities fee gives

Student Senate a budget



A



B



C



D

- A. Dr. M. Ben Hogan,
Dean of Student
Affairs.
- B. "Yats Esool"
celebration in 1962.
- C. Intramural volleyball
- D. 1995 production of
Hay Fever.
- E. The GE College
Bowl in 1964.

New Responsibilities for Students

Bob Martin '95 knows what it's like to be in political office. As president of the Student Senate this year, he found himself fielding late night phone calls from agitated constituents. The reason was simple. The Student Senate not only had new funding this year—thanks to a mandatory activities fee—but they had the power to allocate funds to 40-some organizations on campus. And the new structure made for some real life politics.

Although the first student government was organized in 1946, just as the college was becoming a four-year institution, the organization has had voice, but minimal funds—until this year.

Giving financial power to the students is just part of the College's new commitment to empower its student leaders.

Leadership training program begins as early as freshman year with the "LEAP" program in which approximately 30 freshmen with identified leadership potential or the desire are invited to participate in biweekly seminars that deal with leadership topics.

Upperclass leaders receive additional mentoring on weekend retreats or through special workshops that include everything from how to run a meeting to how to motivate volunteers.

As a small college, Lycoming has always been able to provide abundant leadership opportunities. However, the training and mentoring program is something new.

"We are committed to educating the whole student," says Dr. M. Ben Hogan, dean of student affairs.

"A great deal of growth and development in college students is social and personal. These areas are equally as important as their intellectual development."

The new reality of student life on campus is about responsibility—teaching students to help themselves and to help others.

These are lessons for a lifetime.



1974

United Campus
Ministries formed

1994

First Freshman
Service Day

1996

Community service
new option for
physical education



A



B



C



D



E

- A. In Mexico.
- B. Habitat for Humanity's Lycoming crew.
- C. St. Anthony's soup kitchen.
- D. Road beautification.
- E. Painting a mural for a pre-school.

Service Learning Comes of Age

It was no ordinary trip to Mexico. In addition to taking Spanish classes, the 11 Lycoming College students and their professor, Dr. Gloria B. Clark '67, spent part of their time volunteering at a day care center for children of street vendors and at a squatters' colonia. It was Dr. Clark's idea to combine an intensive language learning experience with volunteer service.

Community service is part of Lycoming life for a growing number of students.

As part of their orientation, the 380 members of the Class of 1999 spent the first Saturday of their college career in community service, working at 40 sites that ranged from Little Pine Creek State Park to Rose View Long Term Care Home.

In all, students provided in excess of 10,000 hours this year in volunteer service at 75 projects. Sororities worked in a soup kitchen. Fraternities held food drives. Students built homes in Florida, ran the bloodmobile, cleaned the interstate highway, painted murals in a day care center, and acted as Big Brothers and Big Sisters.

Two students, Matthew Beish '98 and Brenda Bowser '98, launched a project that provides an after-school tutorial program for grade school students in the neighborhood. School children gather once a week at the First United Methodist Church adjacent to the campus where volunteer Lycoming students help them with their homework and provide important mentoring.

The project is part of the Pennsylvania Service Scholars program, a part-time corps of college and university students working in local community partnerships to address unmet social needs.

Beish and Bowser were named Pennsylvania Service Scholars this past year, receiving a small stipend for their project as well as leadership training. They were two of just 130 students state-wide to be so designated by the Governor's Office of Citizen Service.

More students are expected to participate in community service projects. Beginning in the fall of 1995, community service will be accepted in fulfillment of the two-semester physical education requirement.

These students are learning much more than the value of service. They are experiencing leadership as well.



1954
Student teaching
introduced
1972
SHARE
program started
1994
Internship
Director on staff



A



B



C



D

- A. Philadelphia
- B. Northern Central Bank
- C. Williamsport Symphony Orchestra
- D. Hands-on learning has always been important to Lycoming.

CAREER DEVELOPMENT

Growth in Internships

Four years ago, 103 students completed some kind of internship. In 1994-95, 143 students rolled up their sleeves and went to work, an increase of 33%.

Internships have been a Lycoming tradition since its earliest days as a four-year institution. The 1946 college catalog strongly suggests that those in the two-year medical technology track, take an internship as a third year. Beginning in 1954, students in Lycoming's teacher certification program included a semester of student teaching.

The realities of a more competitive job market have made internships even more desirable. Two years ago, the College created a new position of internship director under the Institute for Management Studies. The director's sole purpose is to create quality internships for students in business, accounting and economics. Lycoming has added names like Kellogg's, JCPenney, Six Flags, and Merrill Lynch to its line-up. Some of the more imaginative internships include designing in-house contests for tellers of a bank, researching ghost towns of Pennsylvania for a tourist promotion agency, and conducting a patient satisfaction survey for a local hospital.

Because students need to make some major career decisions in their freshman and sophomore years, a shadowing program called SHARE was introduced in 1972. This program allows students to get a feel for a particular career by spending some time at the work site.

Jerry Falco, director of career development, feels that both internships and SHARE guide students along their paths. "The SHARE and internship programs provide students with the chance to explore career options so they can make informed decisions about their direction in college and as they enter the work force."

Internships will continue to grow, and Lycoming will encourage this kind of experiential learning across all majors and earlier than the senior year.

By the year 2000, Lycoming expects close to 60% of all graduating students to have had at least one experiential learning course.

1972

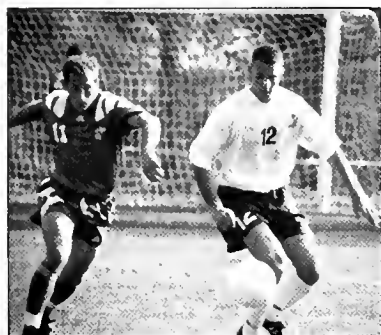
First women's
varsity team sport

1990

Football team
goes to
NCAA Div. II Finals

1995

Best all-
around season



A



B



C



D



E

- ▶ A. Lycoming captured the MAC-Freedom League championship.
- B. Women's soccer began this year at Lycoming
- C. Circa 1924
- D. 20 consecutive winning seasons in football
- E. Lady Warriors finished 17-9 overall
- F. Circa 1934

LYCOMING WARRIORS

Best All-around Sports Year

Long a football power, Lycoming is achieving a more balanced sports program with other sports gaining strength and, in particular, the College's sports program for women.

Football continues to thrive, completing its 20th consecutive winning season in 1994.

But the likes of softball, men's soccer, wrestling, and women's basketball are making headlines in the conference and on the national level, and all Warrior teams posted superb records.

In fact, the 1994-95 school year produced the best combined winning percentage for Lycoming sports programs in school history. Warrior teams posted a 135-85-1 record for a .611 winning percentage.

Softball won the school's first ever Middle Atlantic Conference championship in a women's sport and posted a 22-win season in only its sixth year of existence.

Men's soccer captured its first-ever MAC-Freedom League championship and finished with a 16-5 overall record.

The Lycoming wrestling team set a school record for wins with 19 and had three national qualifiers. Darin Keim earned All-America status by finishing fourth at 150 at the NCAA Division III Championships.

The women's basketball team qualified for the MAC playoffs and finished with a 17-9 overall record.

In women's track and field, Jen Orchowski earned All-America status by finishing 7th in the javelin.

The forecast looks bright for the future. Stellar performances are predicted from all athletic teams for the 1995-96 school year.

The 1994-95 Season

Football	5-4	Softball	22-8
Men's Soccer	16-5	Women's Basketball	17-9
Men's Cross Country	2-0	Women's Swimming	9-2
Wrestling	19-2	Women's Tennis	8-3
Men's Basketball	11-13	Women's Cross Country	2-0
Men's Swimming	5-5	Volleyball	13-12
Men's Tennis	2-7	Women's Soccer	4-12-1
Men's Golf	0-3	Women's Track	No duals
Men's Track	No duals		

Overall Record — 135-85-1 (.611 winning percentage)



1949

798 students

1972

1687 students (high)

1986

1100 students (recent low)

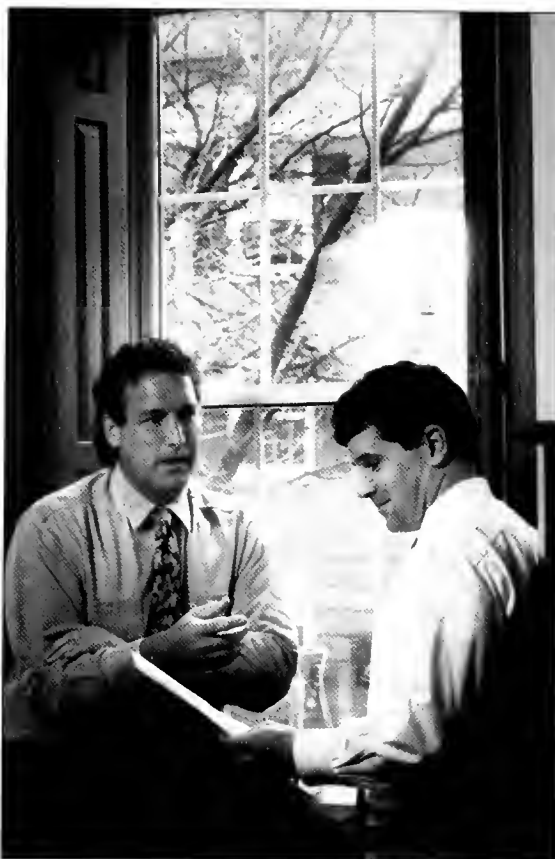
1995

1522 students

2007

Largest number of

18-year-olds
in a generation



A



B



C

→ A. James D. Spencer,
Dean of Admissions
and Financial Aid, and
James S. Lakis, Director
of Financial Aid

B. SATs of incoming fresh-
men have been rising
for the past 5 years.

C. Freshmen wearing
"dinks" in the late
1960s.

D. Circa 1890

BUCKING TRENDS

Changing Patterns in Admissions

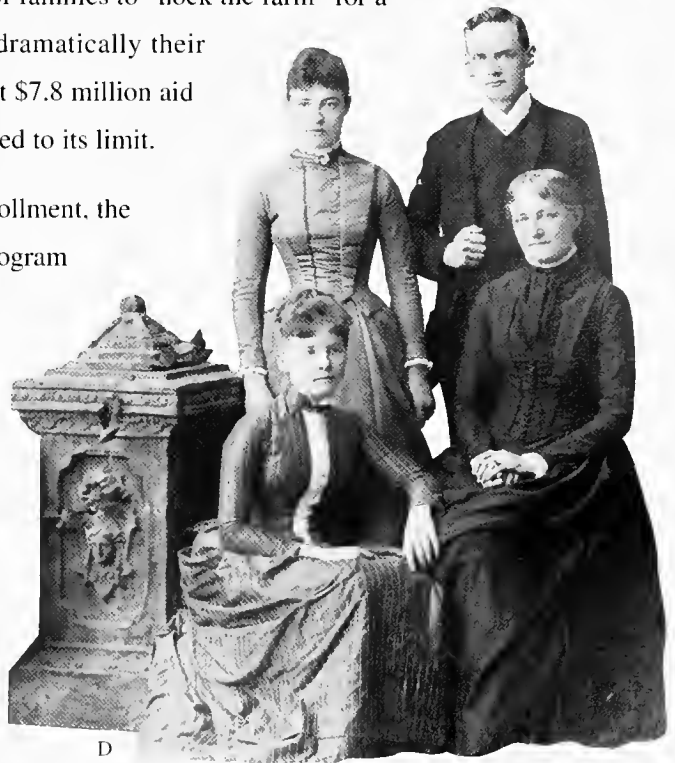
Since 1990, Lycoming College has been bucking a national trend of declining enrollments. Despite the fact that the number of graduating high school seniors hit the bottom of a population trough in 1994, Lycoming has continued to enroll larger and better prepared freshman classes, allowing the College to push above the 1500 mark for the first time since 1972.

For the past six years, Lycoming has refused to let the bleak demographic data dictate its enrollment. With an admissions and financial aid staff of 15, and with the assistance of coaches, faculty, and alumni, the College has been able to attract 365-375 freshmen in each of the past four years, bringing the College to its optimum enrollment of 1522.

Lycoming, however, faces some extraordinary challenges as we near the 21st century. Even though the number of 18-year-olds will increase steadily until 2007, most of the projected growth will occur in the West and South, and among families within lower economic classes.

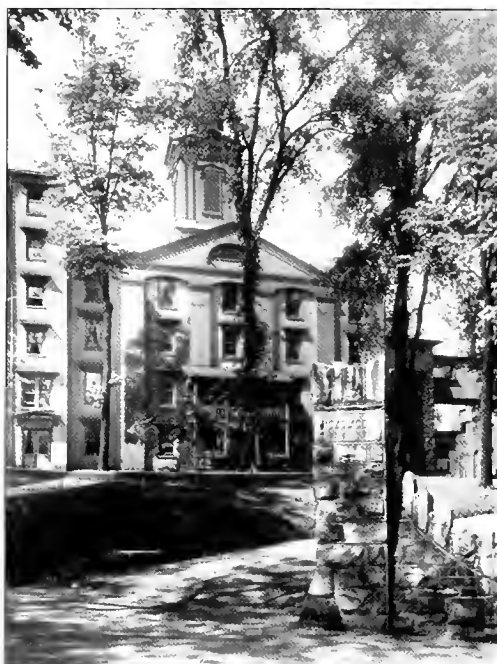
Colleges and universities are also facing a growing price resistance among parents and students as costs for higher education continue to exceed the inflation rise. Reduced commitment in federal student financial aid support and a greater reluctance of families to “hock the farm” for a private education have caused colleges to increase dramatically their institutional financial aid budgets. Lycoming’s current \$7.8 million aid budget has risen 150% in five years and is now stretched to its limit.

“While Lycoming is in an enviable position of full enrollment, the College will need to continue its strong recruitment program into the next century,” says James D. Spencer, dean of admissions and financial aid. “But the keys to successful recruitment will be quality programs and a healthy institutional financial aid budget.”



D

1954
\$0.45 million budget
1975
\$3.5 million budget
1995
\$29 million
budget



A



B



C



D

- A. Old Main circa 1935
- B. Long Hall today
- C. Wayne E. Kinley, Controller, and Daniel G. Fultz, Executive Vice President and Treasurer.
- D. Over 80% of students at Lycoming receive financial aid.

No Headlines and a Balanced Budget

Stories about colleges and risky investments made the front pages of the nation's newspapers this year. But Lycoming wasn't there. There were no high-risk derivatives in Lycoming's endowment portfolio. Nor were we tempted by the too-good-to-be-true New Era Fund which promised to double the money of educational and religious institutions.

Instead, Lycoming's endowment grew to a market value of \$28,327,400 on June 30 of this year. The National Association of College and University Business Officers (NACUBO) ranked 446 college and university endowments. Lycoming ranked 9th with its annual return on investment of 8.1%. Its endowment portfolio over a three-year period ranked 4th among all schools reporting with an annual average rate of return of 14.5%.

However, over the past 10 years, Lycoming's portfolio performance has ranked 162nd, indicating a basically conservative approach to investment.

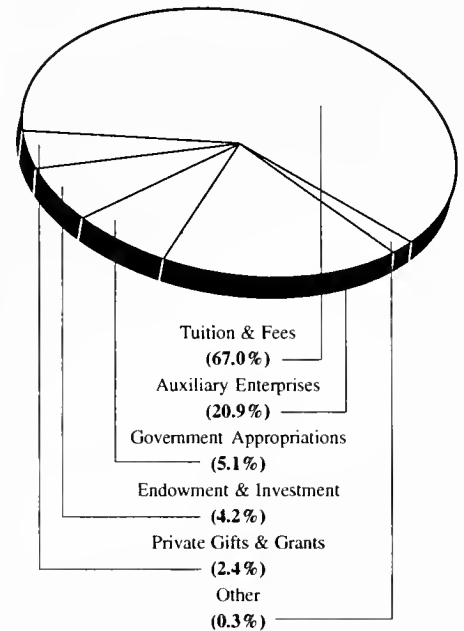
The College continued to maintain its record of sound financial management signaled by a balanced budget for 1994-95.

Lycoming, like most private schools, is tuition-driven with 67% of total revenue coming from tuition and fees. Auxiliary enterprises—residence halls, the bookstore, summer conferences, and food service—contributed 21%.

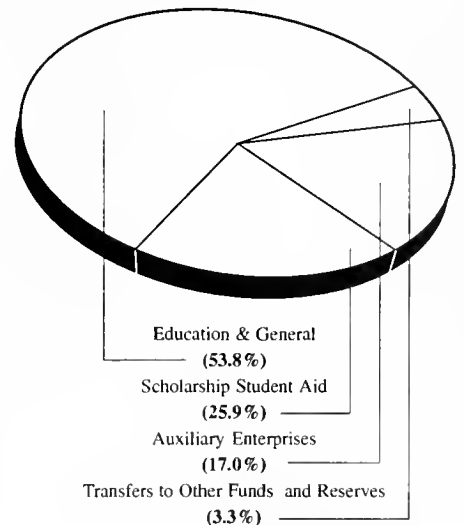
While we are vigilant about cutting costs wherever possible, we have been able to keep our schedule of maintenance. This summer, we replaced the roof over the C-wing of the Academic Center, replaced windows in Rich Hall, and redid all the walkways on the Main Quad.

Lycoming College has maintained a conservative approach to its fiscal management—a style that has helped us maintain our stability as an institution through bad times and good. It is one we shall continue to pursue.

SOURCES OF REVENUE



EXPENDITURES



1990

\$ 430,661

annual fund/Total
gift \$1,781,921

1995

\$ 591,649

annual fund/Total
gifts \$5,372,001

2000

\$1,000,000

annual fund/Total
gifts \$10,000,000



A



B



C

- ▶ A. Wanda McDonough (standing), Director of the Annual Fund, with Mary Bonner '95, Chairperson of the Senior Gift Project.
- B. Robert Mothersbaugh, (right) Director of Development, with Bruce Rosengrant, a development officer.
- C. Gifts from one generation benefit another.

GIFTS TO LYCOMING

Building a Secure Financial Base

Gifts to the College this year totaled \$5,372,001, the largest amount received in five years. This represents a 28% increase over last year.

The Annual Fund, which is comprised of unrestricted cash gifts that the College can use immediately, reached \$591,649 this year, 9% over last year's figure.

The Annual Fund is most important to the College because it has an immediate impact on the financial needs of the institution. This money determines, in part, how much financial aid we can offer deserving students.

Your gifts to Lycoming College set the following records:

- ◆ 4,144 of our alumni, faculty, and friends made gifts to the College this year.
- ◆ The Class of 1937 set a dollar record of \$1,012,745.
- ◆ The Class of 1963 had the second highest gift total of \$15,933.
- ◆ The Class of 1909 had 100% participation from its single living class member.
- ◆ The Class of 1934 had the second highest participation rate with 46% of its members giving.
- ◆ Overall gifts ranged from \$1.50 to \$1,005,805.
- ◆ Average overall gift was \$697.
- ◆ Average alumni gift was \$419.

Gift Giving to Lycoming College		
	1994-95	1993-94
Annual Fund	\$ 591,649	\$ 543,103
Other Gifts for Immediate Use	534,562	791,211
Gifts to Plant	133,870	180,477
Gifts to Endowment	1,511,703	740,120
Loan Funds	45,363	2,212
Gifts Not Yet Designated	84,854	0
Total Gifts	2,722,001	2,257,123
Future Commitments	2,650,000	1,562,500
Total Gifts & Futures	\$5,372,001	\$3,819,623

► **Seated:**

*William Pickelner
Phyllis Yasui
Marjorie F. Jones
Margaret L'Heureux*

► **Second row:**

*Kenrick R. Khan
Robert L. Shangraw
Jeanne Twigg
George A. Nichols
Donald E. Failor
Jay W. Cleveland, Sr.
K. Alan Himes
Robert E. Hancox*

► **Third Row:**

*Harold D. Hershberger, Jr.
W. Gibbs McKenney
Ann S. Pepperman
David Y. Brouse
Leo A. Calistri
Harold H. Shreckengast, Jr.
Dale N. Krapf*

► **Fourth row:**

*James E. Douthat
V. Jud Rogers
John C. Schultz*

► **Back row:**

*Hugh H. Sides
William J. Ainsworth
Henry D. Sahakian
Burke R. Veley
Harold D. Chapman
Melvin H. Campbell, Jr.*



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THE BOARD OF
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The Rev. Dr. Wallace Stettler

Gifts received during the fiscal year July 1, 1994 - June 30, 1995 are listed in this publication.

Every effort has been made to ensure the accuracy of these lists. If you find an error or omission, please accept our apologies and bring it to our attention by contacting the Development Office at (717) 321-4036, so the College's records can be corrected.

Lycoming College Magazine (ISSN No. 0887-2902) is published four times a year by Lycoming College, 700 College Place, Williamsport, PA 17701-5192. It is distributed at no charge to alumni of record, contributors to the College, and friends.

Editor:

Molly Costello

Lycoming College

700 College Place

Williamsport, PA 17701-5291

Number printed:	14,000
Free distribution by mail:	13,180
Free distribution outside the mail:	400
Total free distribution:	13,580
Office copies not distributed:	420
Total:	14,000

Special thanks to the Lycoming College Archives for their assistance in gathering the historical photographs in this publication.

LYCOMING COLLEGE
QUARTERLY MAGAZINE

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LYCOMING COLLEGE
WILLIAMSPORT, PA 17701-5192
VOLUME 11 • NO. 1

Second Class
Postage
PAID
Williamsport, PA
17701-5192

